Shared Reading: “March” by Walt Whitman

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| **Day** | **Content** | **Structure** |
| 1 | * Previewing and setting a purpose for reading * Teaching point: identifying tricky spots | * This week we will be reading one of John Updike’s poems. You already have a lot of experience with John Updike’s calendar poems. Given what you’ve seen in the past, what are some expectations you have for this poem? * What kind of language? What kind of rhyming? What kind of content? * This week we will return to memorizing poems for Friday’s Poetry Café. We want to think about strategies that help us pay attention to each and every word. * One way readers learn more about a poem by paying attention to sticky spots—parts where the rhythm feels different, or the vocabulary is tricky. * As I read through, follow along and see if there are any spots that stand out to you. * T&T—what might be challenging about memorizing this poem, what makes it easier? * Share out a few ideas. * Choral read poem to close. |
| 2 | * Teaching point: Identifying the rhythm in poetry | * One thing I really like about John Updike’s calendar poems is that they have a real sense of rhythm. * We’ve been thinking about rhythm and beats in our music study. Today, we’ll apply some of our music skills to our poetry reading. * Watch while I try snapping along to the first stanza (snap on each syllable) * Or, I could try it a little differently (snap on each foot—iamb?) * In partnerships, try finding the rhythm in this poem. As one partner reads, try to snap along—then switch roles. * Share out * Choral read and snap. |
| 3 | * Teaching point: listening and echo reading as strategies for memorization | * This week, we’ve been working with John Updike’s poem, “March.” On Friday, everyone will be performing this poem from memory. * We’ve been thinking about fluency—how to read every word smoothly. * One way readers focus on fluency is by reading *and* listening. * Today we’ll use echo reading as a way to get to know this poem. * Echo read this poem with me—I’ll read one line at a time. * Practice echo read. * Now do the same with a partner, reading through the whole poem. * Did anyone notice anything new while listening to their partner read? * Share * Choral read to close. |